



Waccamaw Intermediate

320 Wildcat Way
Pawleys Island, SC 29585

Grades	4-6 Elementary School	
Enrollment	538 Students	
Principal	Dr. Timothy Carnahan	843-237-7071
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Excellent	Good
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A
2005	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

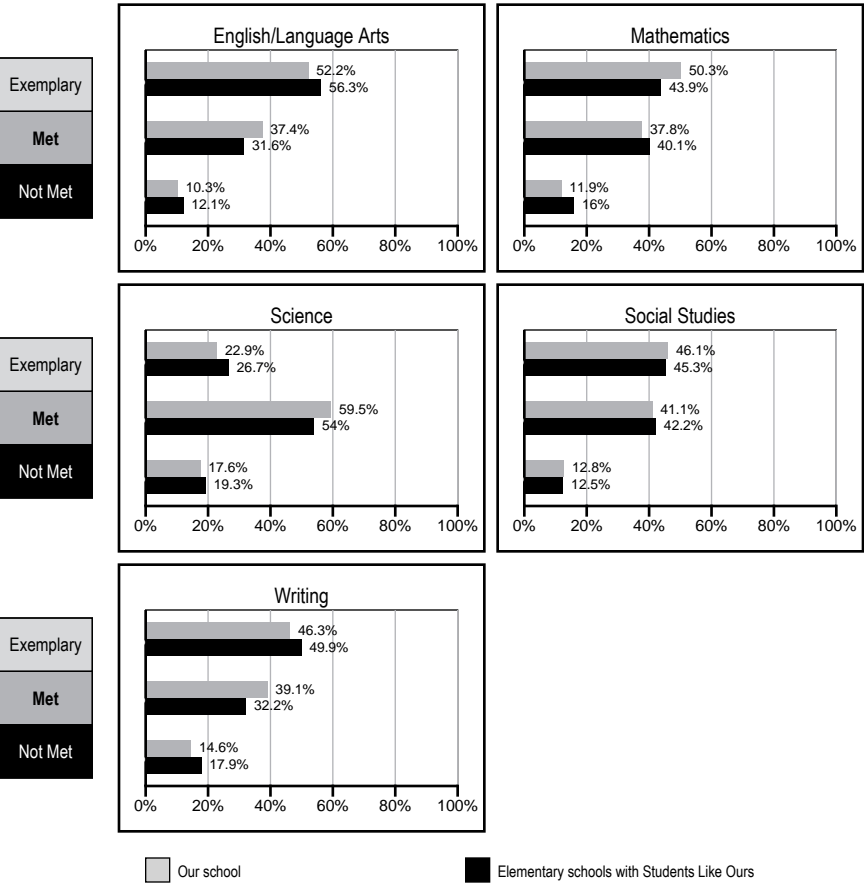
92.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
24	4	3	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=538)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.0%	N/A	1.2%	1.9%
Attendance rate	97.1%	N/A	96.6%	96.3%
Eligible for gifted and talented	35.7%	N/A	22.5%	10.0%
With disabilities other than speech	5.9%	N/A	5.7%	7.7%
Older than usual for grade	0.4%	N/A	0.4%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	N/R	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	69.7%	N/A	63.2%	59.4%
Continuing contract teachers	75.8%	N/A	81.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	N/A	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	87.6%	85.9%
Teacher attendance rate	96.4%	N/R	95.4%	95.1%
Average teacher salary*	\$50,630	I/S	\$48,760	\$47,149
Professional development days/teacher	13.2 days	N/R	11.3 days	11.1 days
School				
Principal's years at school	1.0	N/R	3.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	N/R	19.9 to 1	18.8 to 1
Prime instructional time	92.0%	N/R	91.5%	90.4%
Opportunities in the arts	Good	N/R	Good	Good
SACS accreditation	Yes	N/R	Yes	Yes
Parents attending conferences	100.0%	N/R	100.0%	100.0%
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$6,633	\$7,458
Percent of expenditures for instruction**	N/A	N/A	71.7%	68.8%
Percent of expenditures for teacher salaries**	N/A	N/A	67.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

In our first year at Waccamaw Intermediate School, it has been our mission to provide a nurturing and safe environment full of diverse learning experiences. We created a learning environment that enhanced opportunities for all students to work toward becoming caring and productive lifelong learners. It is this approach that established such an inviting, warm, safe, and child-centered environment at Waccamaw Intermediate.

We believe that we are a school with high expectations for every child. These expectations are communicated and supported through the self-contained approach as we teach our students. This has allowed our teachers the flexibility to teach units of study across the various content areas.

Teachers follow the State's curriculum to include State standards in general; however, our focus for teaching reading and math has been through two researched-based programs. In reading, we provided reading instruction through a balanced literacy approach. In math, we provided instruction with the effective use of Everyday math strategies. Both of these approaches allowed our teachers to use differentiated instruction for all students. Science is taught using a hands-on approach as students are provided opportunities to conduct lab experiments in our new state-of-the-art science lab. Daily instruction is infused with current technology, such as United Streaming, Promethean Boards, computers, LCD projectors, and other high-quality teaching techniques. These best practices are evidenced by our assessments and awards our students have earned this year.

Parent support at Waccamaw Intermediate is outstanding. Our parents and community members have provided an overwhelming amount of support through their time, talents, and gifts. The completion of the majority of the goals for our playground is evidence of their support. Waccamaw Intermediate believes that we must all work together for our students to be successful.

Dr. Timothy Carnahan, Principal
Tripp Hutto, SIC Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	21	153	79
Percent satisfied with learning environment	100.0%	89.4%	90.9%
Percent satisfied with social and physical environment	100.0%	89.5%	92.4%
Percent satisfied with school-home relations	100.0%	94.8%	85.5%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	4.9%	0.0%	No
Student attendance rate	97.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	540	100	10.3	37.4	52.3	93.4	81.6	82.8	Yes	Yes
Gender										
Male	263	100	12.4	35.1	52.6	90.8	77.5	79.3	N/A	N/A
Female	277	100	8.4	39.5	52.1	95.8	86	86.5	N/A	N/A
Racial/Ethnic Group										
White	418	100	5.8	33.5	60.7	96.7	89.9	89.5	Yes	Yes
African American	96	100	26.9	52.7	20.4	81.7	72.4	73.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	91.7	92.3	I/S	I/S
Hispanic	16	100	26.7	40	33.3	80	80.2	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	36	100	47.2	41.7	11.1	61.1	39.7	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	78.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	152	100	22.5	52.1	25.4	85.2	75.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	540	100	11.9	37.9	50.2	92.2	80.4	78.9	Yes	Yes
Gender										
Male	263	100	12.7	32.3	55	90.4	77.7	77	N/A	N/A
Female	277	100	11	43.3	45.6	93.9	83.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	418	100	5.8	35	59.2	96.7	88.9	87.2	Yes	Yes
African American	96	100	36.6	49.5	14	74.2	70.7	66.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	95.8	93	I/S	I/S
Hispanic	16	100	20	40	40	86.7	84.5	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	36	100	61.1	30.6	8.3	50	36.4	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	83.8	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	152	100	28.2	47.2	24.6	81.7	73.7	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	354	99.7	17.6	59.5	22.9	82.4	65.8	67.5
Gender								
Male	179	99.4	15.7	55.2	29.1	84.3	63.5	67
Female	175	100	19.5	64	16.5	80.5	68.3	68
Racial/Ethnic Group								
White	280	100	10.9	62.4	26.7	89.1	79.6	79.5
African American	62	98.4	45	51.7	3.3	55	50.6	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87.5	84.3
Hispanic	8	I/S	I/S	I/S	I/S	I/S	58.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	24	100	N/AV	N/AV	N/AV	41.7	26.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	55.1	59.6
Socio-Economic Status								
Subsided meals	98	100	35.6	56.7	7.8	64.4	55.1	55.1

Social Studies

All Students	354	99.7	12.8	40.9	46.3	87.2	70.4	72.3
Gender								
Male	175	99.4	13.6	33.1	53.3	86.4	70	71.5
Female	179	100	11.9	48.8	39.3	88.1	70.8	73.2
Racial/Ethnic Group								
White	265	99.6	7.5	36.1	56.3	92.5	81.6	80.7
African American	68	100	31.8	57.6	10.6	68.2	58	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.1	88.5
Hispanic	13	100	16.7	41.7	41.7	83.3	65.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	23	100	52.2	34.8	13	47.8	34	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	61.3	67.9
Socio-Economic Status								
Subsided meals	110	100	27.9	54.8	17.3	72.1	60.5	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	532	99.1	14.1	39.3	46.6	85.9	69.5	70.2	97.1	96.2
Gender										
Male	257	99.2	20.5	39.4	40.2	79.5	61.9	63.2	97.1	96.1
Female	275	98.9	8	39.3	52.7	92	77.7	77.5	97	96.3
Racial/Ethnic Group										
White	409	99.3	9.4	37.9	52.7	90.6	80.2	79.1	96.9	95.6
African American	97	99	29.8	47.9	22.3	70.2	57.9	57.6	97.7	96.8
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	84.6	86.2	98.8	97.3
Hispanic	16	93.8	26.7	33.3	40	73.3	64.7	62.6	98.3	96.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	96.1	93.2
Disability Status										
Disabled	37	94.6	57.1	34.3	8.6	42.9	16.1	26.1	96.7	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	62.6	61.2	98.9	97.2
Socio-Economic Status										
Subsidized meals	143	99.3	25.2	47.4	27.4	74.8	59.7	58.9	96.8	96

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	168	100	10.1	35.2	54.7	89.9
	5	181	100	6.3	33.3	60.3	93.7
	6	191	100	14.4	43.1	42.5	85.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	168	100	11.3	41.5	47.2	88.7
	5	181	100	9.2	36.8	54	90.8
	6	191	100	14.9	35.9	49.2	85.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	168	100	18.9	56.6	24.5	81.1
	5	92	98.9	11.5	58.6	29.9	88.5
	6	94	100	21.1	65.6	13.3	78.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	168	100	10.7	36.5	52.8	89.3
	5	89	100	16.1	33.3	50.6	83.9
	6	97	99	13.2	56	30.8	86.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	166	98.8	13.3	38	48.7	86.7
	5	175	98.9	11	39	50	89
	6	191	99.5	17.7	40.9	41.4	82.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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